DOCUMENT RESUME

ED 030 390 HE 000 959

Special Financial Needs of Traditionally Negro Colleges. A Task Force Report.
Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.
Pub Date [69]
Note-16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors-Educational Finance, *Financial Needs, Financial Support, *Higher Education, *Negro Colleges, Negro Education

Responding to one of the major recommendations in THE NEGRO AND HIGHER EDUCATION IN THE SOUTH--that special financial support be provided for predominantly Negro colleges and universities in order to forge a single high quality system of higher education for the South--the Southern Regional Education Board appointed a task force to examine closely and report concisely on the needs of these institutions and possible methods of satisfying them. This report of that task force offers a rationale to support the thesis that traditionally Negro institutions of higher education should be awarded special and basic operating funds to meet evolving needs of society and to prepare students for expanding employment opportunities; indicates the financial dimensions of the needs which must be met to end dual standards of academic accomplishment; and suggests alternative procedures for determining the amount of special funding required by a particular university or college. (JS)

EDO 30390

SPECIAL FINANCIAL NEEDS OF TRADITIONALLY NEGRO COLLEGES

A Task Force Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INSTITUTE FOR HIGHER EDUCATIONAL OPPORTUNITY
SOUTHERN REGIONAL EDUCATION BOARD
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HE 000 959

FOREWORD

In the years ahead, increasing numbers of black students will be entering higher educational institutions of all kinds. Whatever the type of institution, it will have special needs arising directly from its efforts to serve these students, because so many of them are from disadvantaged homes, neighborhoods and schools. These special needs will require supplementary operational funding, whether the institution is predominantly white or black; junior, senior or graduate; public or private.

This report is directed to the special operating fund needs of the traditionally Negro universities and colleges. It is an effort to:

- Offer a rationale to support the thesis that traditionally Negro colleges and universities should be provided special and basic operating funds to meet evolving needs of society and to prepare students for expanding employment opportunities.
- Reveal the financial dimensions of needs which must be met in order to terminate dual standards of academic accomplishment.
- Suggest alternative procedures for determining the amount of special funding required by a particular university or college.

The report is addressed to state officials, statewide coordinating agencies for higher education and the governing boards of public institutions, the boards of trustees of private colleges and universities, church boards supporting denominational institutions, philanthropic foundations, federal agencies, and all citizens who are concerned with equality of educational and employment opportunities.

In 1966, the Southern Regional Education Board initiated a program to develop sound planning and action for the expansion and improvement of higher educational opportunities for Negroes. The Board created the Commission on Higher Educational Opportunity in the South, which studied this challenge for more than a year, then issued a report entitled *The Negro and Higher Education in the South.* In that report, the Commission enunciated a substantial number of recommendations which its members believed would:

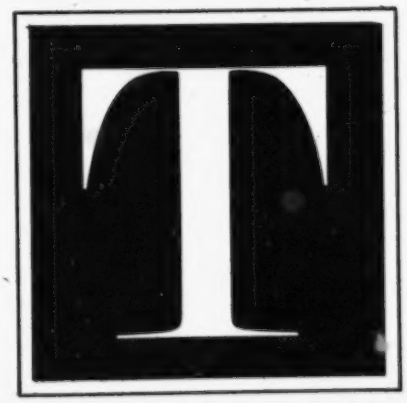
> *. . . provide equal and broader education programs for Negroes in the South, lead to improved instruction and carefully planned development at traditionally Negro colleges, and encourage the Southern states to shape public policies aimed at forging a single, high quality system of higher education for all their citizens.*

One of the prime recommendations was that special financial support be provided for predominantly Negro universities and colleges.

Early in 1968, in response to the Commission's report, SREB created the Institute for Higher Educational Opportunity and appointed the advisory Institute Policy Commission. This Commission named a task force to examine closely and report concisely on these urgent needs and possible methods of satisfying them.

The Task Force on Financing Negro Higher Education is composed of distinguished Southerners representing government, philanthropy, business, industry and higher education. This document sets forth the carefully considered judgments of the Task Force. It is published in the hope that state and higher education officials will find it helpful as they strive to provide adequate operational funding for traditionally Negro universities and colleges throughout the South.

WINFRED L. GODWIN, *Director*
SOUTHERN REGIONAL EDUCATION BOARD



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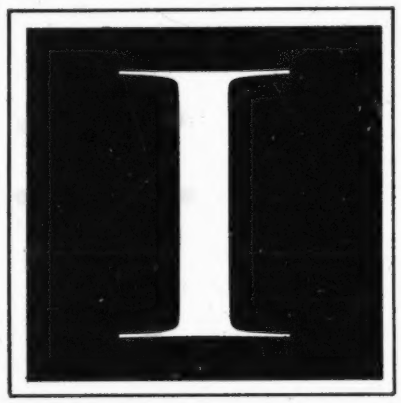


INTRODUCTION: THE PROGRAM AND THE PURPOSE

Traditionally Negro universities and colleges cannot be expected to perform adequately the major tasks ahead of them unless they receive special financial support in addition to normal operating funds. Financing equivalent to that of comparable predominantly white institutions will not be sufficient. One reason is that typically the traditionally Negro institution did not start as an equal in terms of financial support and academic resources. Another is that a larger proportion of its students requires additional academic and counseling services.

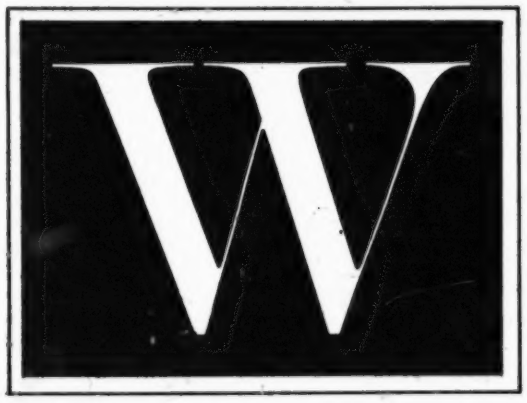
Without special operating funds, above and beyond regular budget allocations, these institutions will be unable to accomplish the massive restructuring of academic programs which is essential to preparing their students for new career opportunities.

The plain fact is that, whether public or private, the traditionally Negro universities and colleges have been—and still are—underfinanced. Historically, they have fallen below regional, not to mention national, averages in nearly all measurements of financial strength. Their greatest needs are for basic operating income sufficient to support higher faculty salaries and for supplementary funds sufficient to support expanded administrative services, curriculum change, instructional improvement and a broad range of remedial and compensatory programs.

Budget matters cannot be considered in isolation from educational programs. The funding of any university or college must be based on its particular academic mission and its special instructional needs. If students at the traditionally Negro institutions are to be assured of equal higher educational opportunity, substantially increased financial support will be required for instructional resources, including faculty salaries and library materials; for research; for remedial and compensatory education.

In approaching the fundamental questions of why special funding is necessary for predominantly Negro colleges and how the needs might be assessed in practical terms, these basic assumptions have been made:

- ☐ The continued improvement of higher education is basic to continued progress in national development.
- ☐ In planning the use of college and university resources, decisions should be related to the actual and anticipated needs of American society.
- ☐ Long-range educational planning requires continuous reappraisal of the goals of higher educational systems and of the role and scope of the individual university and college within each system.
- ☐ A university or college needs a financial base which is commensurate, in terms of both dollars and duration, with its educational objectives.
- ☐ All potential sources must be tapped in order to secure adequate funding for soundly conceived educational programs.
- ☐ The traditionally Negro universities and colleges are in strategic positions to assume leadership in meeting some of the more pressing problems of higher education and of society as a whole.
- ☐ To meet the increasing pressures of enrollment growth, technological innovation and demands for trained manpower, both public and private institutions of higher learning will have to make the most efficient and effective use of available resources.



WHY SPECIAL FUNDING IS NECESSARY

There are many reasons why institutions which traditionally have served Negro students require supplementary income. Most of the reasons fall into three categories: cumulative deficiencies, unusual student needs and the necessity for extensive curriculum change.

Cumulative deficiencies. It has been a central fact of life for the traditionally Negro universities and colleges that they have had to "make do" with less. Now it is clear that supplementary funding is necessary if they are to close the gaps in educational resources between them and other institutions of similar size and type, gaps created by years of inadequate financial support.

The amount of supplementary funding necessary will vary considerably. In many cases, these colleges have subsisted on such limited budgets that overcoming the cumulative deficiencies in library resources, laboratory facilities, instructional aids and faculty will require massive transfusions of money. Most of the colleges can identify the specific areas in which they are below standard through the thorough self-study each must engage in once every decade for purposes of accreditation. Once identified, these areas must be the targets of intensified efforts at improvement.

It is essential that a systematic procedure be adopted for removing these deficiencies over a period of years, and that the costs be met with special supplementary funding beyond the regular operating budget. Otherwise, improvement in one area will mean decline in another.

In the past, many colleges practiced economies by employing skeletal administrative staffs and using faculty members as part-time administrators. Now these institutions should expand and deepen administrative services in such areas as student activities, counseling, alumni affairs, placement services, admissions, institutional research and financial management. Increased operating budgets for administration will be needed for both the hiring of new staff and the in-service training of staff already employed.

Communication between administrators and students is vital to overcoming problems which arise from the economic and cultural deprivation of many students. Therefore, these colleges should increase the availability of professional services to students, and they should have staff members trained in communicating with students and interested in doing so.

The students. Predominantly Negro universities and colleges carry a more than normal load of responsibility for educating disadvantaged students. When students from disadvantaged backgrounds are admitted, special programs of at least three types must be provided.

- Substantial *financial aid*—frequently full support—is required by many students from impoverished families. Without such assistance, many students have to drop out either to support themselves or to relieve family burdens. Not only are additional funds for student aid required, but they must be administered by a skillful administrator. The financial aid officer must be able to communicate with the student and advise him of the specific combination of grants, scholarships, loan funds and work-study arrangements which will meet his particular needs. Only seven percent of the nation's undergraduate students are drawn from low-income families (those in the lowest quartile), and the percentage of

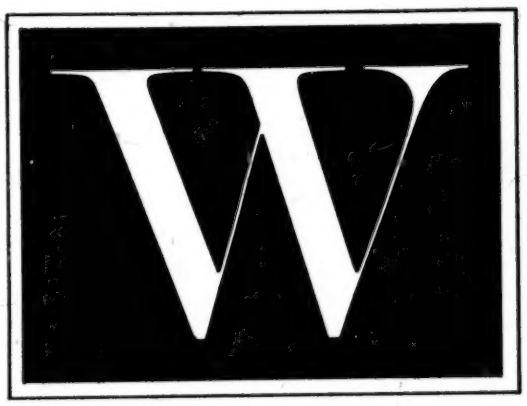
Negroes in that category is inordinately high. So it is clear that financial barriers are indeed real for many black students and would-be students.

- A *guided studies* program is necessary to help disadvantaged students overcome deficiencies in the basic academic skills, improve study techniques, and close gaps in general subject matter. Guided studies require the employment of specially trained faculty plus the in-service training of some regular faculty members. One essential is to reduce teaching loads so that tutoring and other individual attention may be given to these students. Additionally, new teaching resources are being developed for work with the disadvantaged, and funds are needed to incorporate these resources into the educational programs of traditionally Negro colleges. According to the Carnegie Commission on Higher Education, these financial barriers "result in a demonstrable loss of national talent."
- Expanded *counseling services* are a prime need of disadvantaged students, not only in educational matters but personal and vocational ones as well. Most disadvantaged students have not had informed assistance from relatives, friends and other students in developing vocational and educational aspirations. These students depend upon the institution for contacts with informed and understanding adults who can help them mature in terms of self-awareness and career options. *Routine student counseling simply is not adequate for these purposes.* Elements of the educational program, such as guided studies and residential learning situations, require the support of staff trained in student personnel work.

Traditionally Negro colleges and universities have had long experience with students whose backgrounds did little to prepare them for higher learning. Therefore, these institutions are a major resource for preparing thousands of young people to assume productive and satisfying roles in adult society. But the colleges can provide this service only if they receive the budgetary support which this type of education requires.

The curriculum. The importance of curriculum revision at the traditionally Negro universities and colleges cannot be overemphasized. These institutions face the task of making major—and expensive—revisions of their curricula in light of the varied new opportunities open to qualified Negroes. In the past, these colleges realistically emphasized courses of study which prepared students for vocations which were open to them, and the chief opportunity for Negro college graduates was in teaching. Today many other opportunities have opened, and unusual stress on teacher training is no longer appropriate. Accelerated curriculum change is called for, and it entails studies of aspiration, career potential, motivation and ability; the development of new programs; the hiring of new faculty and the supplementary training of some existing faculty. Each new course of study must be supported with appropriate library resources, laboratory facilities and other teaching aids.

Grants for planning curriculum revision are available from foundations and the federal government. It must be remembered, however, that once new programs are developed, they require operating funds on a continuing basis. For at least 10 years, the traditionally Negro colleges will need extra support from their regular funding sources for curriculum adjustment and adaptation. In the process of revising curricula, the programs and resources of other universities and colleges should be taken into consideration so as to avoid unnecessary duplication and needless expense.



WHAT IT WILL COST

Needs vary from campus to campus and costs vary from state to state. However, some indication of cost can be given by a general discussion of such crucial elements of quality education as library resources, faculty salaries, administrative staffing, student financial assistance and curriculum improvement.

The library. Long-standing deficiencies in library resources at predominantly Negro universities and colleges have been recognized, and many governing boards are regularly providing additional budgetary support for libraries. Five percent of the educational and general expenditures of the institution has been considered the standard minimum level of library support. Librarians have indicated, however, that this standard "does not take into account the correction of past deficiencies nor the needs of new expansion programs." It has been suggested to those currently engaged in revising the *College Library Standards* of the American Library Association that "colleges experiencing unusual growth or engaged in expansion of curricula must expend six and a half to seven and a half percent for the library. . . ."

Clearly, it will not be sufficient, in the case of the traditionally Negro institutions, merely to meet the demands of normal library development, or even to match library expenditures at other institutions. Supplementary funds will have to be supplied to these institutions for library improvement over a period of several years.

Another aspect of library funding is the need for staff expansion to support increased use of library resources by faculty and students. This increased use will require the services of numbers of professional assistants.

Faculty salaries. On the average, faculty members at traditionally Negro universities and colleges have not had as much advanced academic training as their colleagues at other institutions of comparable size and programs. This fact is reflected in the faculty structure: Negro colleges generally have a smaller proportion of faculty ranked as full professors and a smaller percentage of faculty holding doctoral degrees.

The Negro institution, furthermore, has difficulty competing effectively for outstanding faculty. Highly trained teachers are in short supply and great demand at all types of institutions. Factors militating against the traditionally Negro institution on the faculty recruiting front include: the higher salaries offered by predominantly white institutions in several regions of the country; the special efforts many of these institutions are making to attract and hold Negro faculty members; the proliferation of Afro-American or black studies curricula; and efforts to recruit greater numbers of black students.

Faculty salaries at predominantly Negro colleges and universities are below national averages and, in many cases, regional and state averages as well. The greatest salary differences are known to be in the higher ranks. Although in many states the faculty salary scales for traditionally Negro institutions are based on the scales used for other public institutions, the fact that there are proportionately fewer faculty in the upper ranks indicates again the need for additional funds to secure and hold Negro faculty with doctorates.

Data compiled by the American Association of University Professors for its study of 1967-68 faculty salaries reveal significant differences between the average salaries at predominantly Negro and predominantly white institutions, public and private, in the 15 Southern states. For purposes of comparison, comprehensive state and private universities—those with exten-

sive graduate and professional programs—are excluded. On this basis, the average salary at predominantly white public institutions in the South was $9,458 and the average at predominantly Negro institutions was $9,006, a difference of five percent. In the private sector, the average salary at predominantly white institutions was $9,114, and the average for predominantly Negro colleges was $8,385, a difference of more than eight percent.

Faculty members frequently have such heavy teaching loads and other institutional responsibilities that they cannot spend sufficient time planning new approaches to teaching, counseling students, or pursuing their own professional improvement. They also are not as active as they might be in the professional organizations which provide for the exchange of data in their special fields.

Perhaps the greatest need is to provide, within each institution, special recognition and reward for the good teacher. The faculty member who can reach disadvantaged students and help them overcome their handicaps should have the highest prestige, and his salary should reflect that status.

Administrative staffing. Administrative understaffing is a major problem at many traditionally Negro universities and colleges, and for two reasons: (1) lack of funds, and (2) stiff competition for qualified personnel. On many campuses, faculty members with heavy teaching loads also are assigned part-time staff positions which are filled by full-time specialists at other institutions of comparable size.

Alumni affairs and development programs; public relations; the recruitment, admission and registration of students; placement services; organized student activities; and other basic functions need the attention of trained personnel who can devote themselves to administrative operations. Two areas in particular—institutional planning and research, and financial management—should be expanded to permit continuous and thorough evaluation of each institution's performance as it tries to carry out its mission.

Because they are so frequently the victims of cultural and economic deprivation, many Negro students require more than routine counseling services. Expanding the complement of highly trained counselors will be necessary both to improve existing services and to provide new ones, and the expansion will be costly.

Staffing needs will vary from campus to campus, just as levels of staffing already do. But it is clear that the old administrative order, which centered all responsibility and authority in the office of the president, simply will not suffice. A broad base for decision-making must be established, and it cannot be done without qualified administrators and adequate administrative staffing.

Table 1 indicates the median salaries in 1967-68 for selected administrative positions at public and private institutions, as reported by the National Education Association. The figures for private institutions are divided into three categories: (1) those colleges enrolling 1,000 or more students (large), (2) those enrolling 500-999 (mid-size), and (3) those enrolling fewer than 500 (small). Salary figures change annually, of course, but these figures do give some indication of the cost of expanding administrative staffs.

Indications are that, while administrative salaries at white and black public institutions of comparable size may be similar, the lower salary is almost invariably found at the traditionally Negro college. Of particular importance are the absence of adequate second and third-level administrative positions and the delay in the establishment of new staff positions at the Negro institution following the justification for such positions at the predominantly white college. Within the private sector of higher education, the absence of staff positions in several important areas is readily apparent, as is the lower salary rate.

While the specific requirements of each institution must be identified, general indications are that current budgets for administrative support

TABLE 1
Median Salaries for Selected Administrative Positions in Four Groupings of Colleges in the United States, 1967-68

Positions	*Public Colleges*	*Large Private Colleges*	*Mid-Size Private Colleges*	*Small Private Colleges*
Dean of students	$15,000	$12,500	$10,550	$ 8,500
Chief business officer	14,000	15,000	12,500	9,500
Director of development	14,475	14,465	12,700	10,750
Director of public relations	10,530	10,000	8,950	7,590
Dean of the college	17,808	17,000	14,808	11,040
Dean of men	11,300	9,700	8,500	6,600
Dean of women	10,800	9,300	8,000	5,500
Director of admissions	12,420	11,000	9,400	8,500
Registrar	11,500	9,800	8,500	7,051
Director of student placement	11,740	8,800	8,300	***
Director of student testing	12,000	9,500	8,970	***
Director of student financial aid	9,550	8,600	7,250	6,550
Director of budget	11,463	10,850	8,000	7,800
Controller	11,800	11,500	9,950	8,000
Director of institutional research	14,000	11,750	9,000	***
Librarian	12,003	11,000	9,500	7,800

*** Position not reported

would have to be increased by approximately 20 percent in order to create and fill the staff positions which are needed to provide basic services to the institutions and their students.

Student financial assistance. The cost of attending college, public or private, has long been subsidized, in the sense that not even the highest tuition charge covers the institution's cost. Ability to pay has never been accepted as a requisite for admission to American higher education. But inability to meet all of the costs involved is a barrier for many otherwise qualified young people. Before recent federal legislation establishing various student financial assistance programs, such aid was available only in limited amounts from an institution's own funds or from private gifts. Even now, some federal programs require matching funds from the institutions, plus administrative coordination of the solicitation, disbursement and management of student aid.

Many traditionally Negro institutions are unable to provide sufficient matching funds to qualify for an adequate share of the federal funds, or they are unable to organize for effective management of the student assistance program because of administrative understaffing. Additionally, even if a traditionally Negro college is able to match funds and staff adequately, available federal funds are not sufficient to cover the needs. Student aid funds must be acquired from all possible sources, including state government and private donors.

These institutions, which attempt to serve a segment of the population which ranks high in poverty, need the financial resources which permit them to establish and operate efficient and effective programs of student assistance. A prime requisite is that a knowledgable person be assigned specific responsibility for administering financial aid.

Curriculum improvement. Curricular revision at the predominantly Negro institutions must be accelerated in order to provide disadvantaged students with the learning experiences

they need to become successful participants in a dynamic, changing society. It should be pointed out that this kind of curriculum change is essential at any university or college, predominantly black or white, which attempts to serve disadvantaged students of either or both races. As reported in *New Careers and Curriculum Change* (SREB, 1968):

> *Changing conditions have created new opportunities for a substantial segment of our society. In addition, new manpower needs are constantly appearing. It is essential that colleges educate students for these opportunities. Colleges and universities which have traditionally served Negro students have an unprecedented opportunity to contribute to Negro participation in vocations and professions from which their graduates until recently were generally excluded, and to expand and deepen their pre-professional program leading to post-baccalaureate training. The normal process of curriculum change is slow. The times call for a marked acceleration which is at the same time wisely and carefully executed.*

In order to provide students with a balanced and complete picture of contemporary society, curriculum revision should reflect the black man's role in American cultural, social, historical and political life, and his African heritage.

ASSESSING THE NEED: ALTERNATIVE APPROACHES

General statements of need and cost serve to illuminate common problems and dramatize both the urgency and the difficulty of solving them. If these problems of the traditionally Negro universities and colleges are to be solved at all, it will have to be on the basis of defined missions and specific needs at individual institutions.

As attempts are made to determine the amount of extra funding required by a particular institution, it will be essential to start by seeking detailed answers to various questions regarding past and present levels of support and areas of need. Inevitably, finding these answers will require extensive comparison of the traditionally Negro institutions with others in a given state or region. Pertinent questions would include the following:

1. What cumulative deficiencies exist at the institution?
2. What is the present level of operating expenditures per student?
3. What differences in program responsibility exist which affect the adequacy of the per-student expenditure level?
4. What needs have emerged which could be met with particular effectiveness by this institution?
5. Has the institution re-evaluated its curriculum in the light of new opportunities for its graduates?
6. Is financial support for institutional planning and research commensurate with the responsibility for evaluating and revising the educational mission?
7. What additional resources—in terms of personnel and dollars—are required to insure an adequate program of student financial assistance?
8. Does the revised educational mission of the institution entail new opportunities and expanded responsibilities for research, community service or adult education?
9. Is the institution tapping all potential public and private sources of financial support?

Wide variations between institutions require several approaches to assessing and meeting financial needs. The size and characteristics of the student body, the courses of study, the adequacy of faculty and administrative staffing and performance, fund sources, level of funding—all these factors and more enter into the development of an appropriate approach.

For this reason, several alternatives are offered here. State officials and college governing boards may find one or more of them appropriate in assessing the needs of institutions for which they provide operating funds. Because of the basic difference in the financial structures of public and private colleges, the alternatives are divided into those two categories. Accompanying each alternative is a hypothetical example of the results it might achieve. These models are for illustrative purposes only. None of them is intended to reflect the total additional financial needs of any one institution. Taken together, they adequately cover the range of special needs of the traditionally Negro universities and colleges, but separately they do not provide for the comprehensive needs of any single campus. Each model lists what a college might spend in a single academic year, depending on funds available, to start overcoming deficiencies and meeting new challenges.

Public institutions.

These alternatives are most appropriate in assessing the needs of public predominantly Negro institutions:

ALTERNATIVE: By systematically answering the questions listed on the preceding page, the institution and its governing board (or coordinating agency) determine what supplementary funding is required to offset cumulative deficiencies and meet other special needs. They engage in detailed planning, and the governing board then seeks to provide funds beyond the regular operating budget to help the institution carry out its plans.

HYPOTHETICAL CASE: Analysis of program needs at College E, which enrolls 3,700 students, reveals cumulative deficiencies in general library holdings and instructional equipment for the undergraduate program in the basic sciences. Funds also are needed to support institutional research and planning, community service and faculty research. Additional funds for student aid are essential if the college is to continue serving large numbers of students from low-income families. Finally, College E wants to reform its curriculum in order to serve these students better in the light of new career opportunities; this reform can be accelerated greatly if College E can finance its participation in a consortium of colleges. With funds from its governing board and other sources—foundations, alumni, the federal government—College E builds a supplementary fund of $250,000 for the year. The money will be used as follows:

Improved library holdings	$30,000
Instructional equipment	70,000
Faculty research fund	10,000
Small project research	8,000
Community services	30,000
Curriculum improvement (consortium)	12,000
Student financial aid	40,000
Remedial and compensatory programs	50,000

ALTERNATIVE: The state calculates supplementary funding for all of its traditionally Negro colleges as a percentage of its total appropriation for higher education and allocates the supplementary funds to the statewide coordinating agency for higher education. Each traditionally Negro college then qualifies for a share of the funds to implement improvements planned jointly with the statewide coordinating agency.

HYPOTHETICAL CASE: The state legislature has appropriated $1 million to the statewide coordinating agency for the support of special improvement programs at traditionally Negro colleges. College Y, an institution of 2,200 students, after joint planning with the agency, has submitted a proposal for —and been granted—$215,000 to be used as follows:

Admissions counseling services	$ 32,000
Faculty salary improvements	110,000
Faculty recruiting	8,000
Library books and services	15,000
In-service faculty training	5,000
Remedial and compensatory programs	40,000
Faculty travel—professional meetings	5,000

ALTERNATIVE: The state appropriates supplementary funds to each of its traditionally Negro colleges at a fixed rate of perhaps 10 to 20 percent of the college's total appropriation for educational and general operating expenditures. The college then allocates these supplementary funds to high priority activities designed to improve its total educational program.

HYPOTHETICAL CASE: The state legislature has fixed the rate for supplementary appropriations to Negro colleges at 12 percent of each college's total operating appropriation. College X has 1,800 students and a total operating appropriation of $1,250,000. Therefore, College X has been allocated $150,000 in supplementary funds. Its governing board has indicated the funds will be used to meet special needs in line with the institution's assigned function as follows:

Library purchases	$30,000
Additional counseling staff	30,000
Released time for faculty to provide tutorial service	15,000
Institutional research	12,000

Additional faculty	33,000
Strengthening admissions, alumni and placement offices	30,000

ALTERNATIVE: The state appropriates supplementary funds for the traditionally Negro colleges to the statewide coordinating agency, which conducts an objective analysis of each institution's needs relating to its changing mission, then asks the institution to submit detailed plans for special funding of specific projects.

HYPOTHETICAL CASE: Analysis of priorities for change at College Z, which has 2,400 students, indicates that the most immediate needs are improved faculty salaries, improvement of its business curriculum, and establishment of a continuing program of institutional research to improve planning. The college requests funds to support these priority efforts and is granted $166,500 to be used as follows:

Augment faculty salaries	$50,000
Released time for faculty members revising the business curriculum	25,000
Establishment of an instructional department of accounting	50,000
Faculty travel for observation and consultation	2,500
Establishing an office of institutional research	35,000
Improved library holdings in business, accounting, personnel management and marketing	4,000

Private institutions.

In the private sector of higher education, supplementary funding must be provided by either (1) a denominational coordinating agency with responsibility for two or more church-related colleges, or (2) a governing board responsible for a single institution. It must be emphasized that, by approving the basis for improved programs, trustees will be committed to raising the annual operating budget in stages to meet the identified priorities. These alternatives are suggested means of determining the special funding needs of private traditionally Negro institutions:

ALTERNATIVE: A denominational board, after evaluating the purposes to be served by each of the colleges for which it is responsible, determines that changes are needed. Once changes are defined and costs analyzed, the board allocates special funds to the institutions as necessary to do the job. New funds will be required, but existing support also may be redirected as academic offerings prove inappropriate to the redefined purposes of the institutions.

HYPOTHETICAL CASE: Denominational Board A determines that the most feasible means of providing programs of academic excellence is to encourage each of its colleges to: (1) develop cooperative teaching and learning arrangements with other colleges and universities; (2) raise faculty salary levels; and (3) provide funds for increased faculty participation in professional meetings. The board invites each of its colleges to submit proposals for the development of interinstitutional arrangements. College Q, with an enrollment of 850, and a neighboring institution, which has 1,100 students, explore the possibilities of cooperating in the teaching of foreign languages, in the unification of the teacher training programs, and in examining other areas of cooperative effort. College Q seeks, and is granted, special planning funds from the coordinating board, and the cooperating institution also assumes financial responsibility for some aspects of the planning. Special funds amounting to $90,000 supplied by Denominational Board A will be used in these ways by College Q:

Half-time salary for two additional faculty members in foreign languages	$10,000
Improvement of library holdings (purchase of approximately 800 volumes)	6,500
Coordinator of interinstitutional planning (half-time)	6,000
Cooperative teacher training program (faculty	

workshops, relations with schools, curriculum revision)	30,000
Faculty travel	7,500
Raising levels of faculty salaries	30,000

ALTERNATIVE: If a college falls short of regional standards and is not accredited, its governing board certainly will attach the highest priority to earning accreditation. The board studies the reports of the institution's most recent self-study and the accreditation team. The areas of deficiency are determined, and the board provides supplementary funds for the systematic raising of standards to the minimum levels required for accreditation.

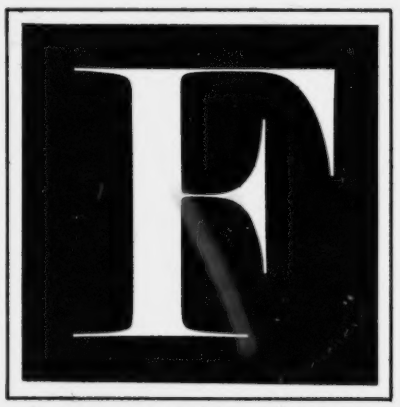
HYPOTHETICAL CASE: College R, a church-related institution of 550 students, was denied accreditation primarily because its internal financial management required improvement, and its student counseling program was considered inadequate. The trustees are assuming responsibility for increasing the annual operating budget on a continuing basis by $80,000 to be used in these ways:

Improving financial management	$30,000
Expanding career counseling service for students	30,000
Faculty and staff summer study grants (four @ $2,000; 12@ $1,000)	20,000

ALTERNATIVE: The governing board of a single institution examines goals and shortcomings, then places needs in order of priority, and begins a step-by-step improvement program, providing special supplementary funds as they are secured.

HYPOTHETICAL CASE: College S, with an enrollment of 1,300 students, has many needs. Its governing board attaches the highest priority to: (1) providing for professional improvement of faculty; (2) recruiting new faculty, particularly in the sciences and mathematics; (3) expanding the office of admissions and student financial aid; and (4) providing increased student financial aid funds. In this order, the board will allocate supplementary funds as they become available:

Faculty improvement (academic year and summer grants for advanced study)	$50,000
New faculty positions—science and mathematics	35,000
Travel for faculty recruitment	3,000
Creating the full-time position of director, admissions and financial aid	12,000
Student scholarship fund improvement	30,000

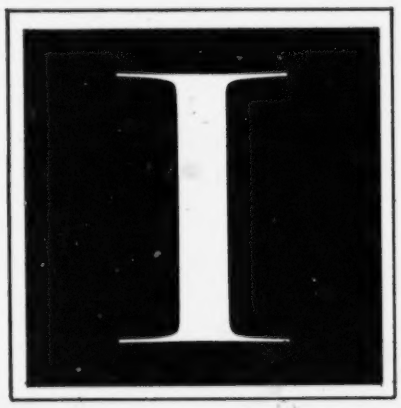


A FINAL WORD

The South's traditionally Negro universities and colleges will need supplementary budget support for at least 10 years. In general they will need additional operating funds in order to satisfy their students' changing requirements and to become full partners in a single system of higher education. More specifically, they will need these funds in order to:

- **☐ support special guided studies programs for disadvantaged students.**
- **☐ augment faculty salaries.**
- **☐ reduce teaching loads so faculty members will be able to devote more time to working with students individually.**
- **☐ increase the funds available for student financial aid.**
- **☐ provide a full range of administrative services, including (1) improved student counseling, (2) sharpened internal management, (3) updating of programs to prepare students for new career opportunities, and (4) more adequate student recruiting, admission and placement services.**
- **☐ overcome deficiencies in library resources, laboratory equipment and such instructional aids as computers and other programmed learning devices.**

The task is difficult, and the cost will be high. But the cost of continuing to waste human resources would be incalculably higher. With strengthened financial support, the traditionally Negro universities and colleges will be able to play a more effective role in preparing students to meet the challenges of today—and tomorrow.



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